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ABSTRACT

Provided is a competency based career ladder model (developed for Colorado) to enable universities and colleges to improve preservice programs for teachers of the moderately and severely retarded, and to aid state and local agencies in planning meaningful inservice programs. Administration requires cooperation of state groups such as the state department of education and the local agency and coordination by a central office. The following dimensions of the model are described: the rationale dimension, which deals with the "product" (student skills to be developed); the job analysis dimension, which comprises prescribed and discretionary activities; the middle management dimension, which is crucial to staff development and motivation; and the growth opportunity dimension, for upward mobility through compensatory planning and training components. Discussed are recommendations for a career ladder model for the state of Colorado. Details of the model are given in the appendix. Listed are responsibilities, duties, prerequisites, and minimum competencies for aide (level 1), training assistant (level 2), teacher or specialist (level 3), and specialist-supervisor/teacher-supervisor (level 4). Performance objectives are specified at each level for the phases of student assessment, program design, program implementation, and program testing. An example of an objective at level 3 (teacher-specialist) for attaining knowledge of developmental disabilities with emphasis on mental retardation (student assessment phase) is: "teacher can write facts about epidemiological variables." (MC)

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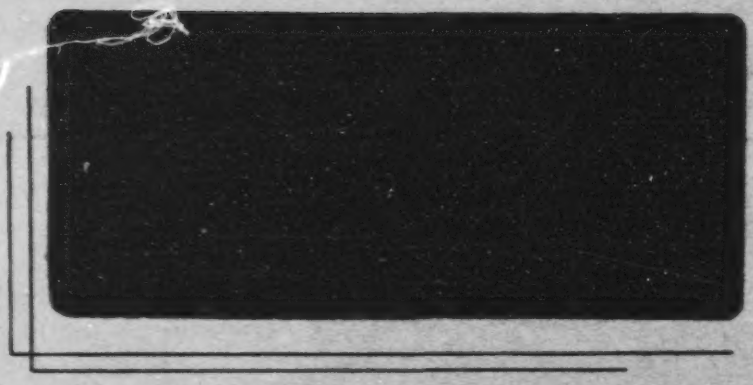

ASSESSMENT

DESIGN

IMPLEMENTATION

TESTING

A Plan for Developing Instructional Personnel of the Moderately and Severely Retarded

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A COMPETENCY BASED DESIGN CAREER LADDER FOR INSTRUCTIONAL PERSONNEL OF INDIVIDUALS FUNCTIONING AS MODERATELY AND SEVERELY RETARDED

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February, 1974

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The purpose of this paper is to present a method of designing a working plan for differentiated staffing based on the career ladder concept.

Much effort has gone into the development of career ladders for different educational agencies. In most instances the theoretical parts of the designs have been excellent. The accompanying model diagrams have varied from the simple to the complex. One begins to wonder why with so much excellent thinking the widespread use of a career ladder in education is not more prevalent.

Several basic weaknesses are apparent upon examination of the different proposed career ladders reviewed. One conclusion is that the planners of some ladders neglect to provide an adequate system of implementation. The conceptual ladders are, in a sense, often unilaterally developed by a university professor, a committee within an educational system, or some governmental individual responsible for developing a competency certification system. The cooperative effort of all three related agencies are necessary to install an effective career ladder. The university must develop programs to train instructional personnel according to the ladder levels. The school must develop hiring and staffing practices consistent with the ladder, and state agency staff must lend support and develop regulations that encourage continuity. Given the cooperative efforts of the universities, schools, and state agencies, a second conclusion is offered; the money and manpower alloted to such an activity is usually insufficient. Installing any new system requires extra planning over and above the regular personnel workloads. Adding additional individuals to plan, implement, and supervise is rarely possible. What often is experienced is that seed monies are made

available for development but little is left for serious activation efforts.

Good business planning requires that a new product or system must not only meet a felt need for the consumer but also be something that can efficiently be managed. Any career ladder concept is proposed to meet a felt need caused by inefficient use of professionals' time in an educational setting. Any career ladder must also be something that does not require an excess of time and expertise to manage. The competency based career ladder discussed in this paper fits these two "good business" parameters.

The pool of technical manpower is lacking to train individuals functioning as moderately and severely retarded. State and federal agencies across the board have determined this area as a high need priority. A survey of State Departments who currently endorse teachers in this area extend little control or leadership over the preservice practices of the higher education institutions. Most often, where any requirements exist, training of teachers involves only one or two survey courses with a related practicum and little else (See Tables 1 & 2).

Insert Table 1 about here

Insert Table 2 about here

The competency based career ladder concept offers a plan to the universities and colleges for developing competency based preservice training programs State and local agencies can use the plan for determining meaningful inservice programs.

TABLE 1

States Requiring Endorsement for Teachers of the Moderately and Severely Retarded 3.

Summary of State Department Responses	
Information	Number
Requiring endorsement	39
Not requiring endorsement	6
Did not specify	5
Total number of States responding	50

Summary of States Requiring Endorsement	
Reported 24-36 semester hours in special education	23
Reported 6-22 semester hours in special education	12
Reported no specific course hours	4

Note-- Specific number of course hours in the moderately and severely retarded area in any course required. Any terms, such as "trainable" were accepted for target area studied.

Note-- Information collected May, 1973.

TABLE 2

Summary of 35 States

Requiring Specific Coursework by Areas

Coursework Area	Number	Percent
Ed. and Psych. of Excep. Child	33	94
Nature and Needs of the M.R.	20	54
Curriculum for the M. & S. Retarded	33	94
Student Teaching (area of M.R. not designated)	15	43
Speech Comm. and Lang. Dev.	15	43
Arts and Crafts	12	34
Tests and Measurements	11	31
Parent and Child Counseling	11	31

Coursework Areas with 11% or Less Frequency

Knowledge of Community Agencies and Resources

Behavior Modification

Physical Education for the M.R.

Human Growth and Development

Vocational Skills

Mental Hygiene

Note-- Information collected May, 1973

An adequately designed career ladder can provide services to more students. The State of Colorado, for example, currently serves an estimated two-thirds of the clientele eligible for programs for the moderately and severely retarded when 100 percent should be served. A competency based career ladder, as the one provided in this paper, can be the mechanism to provide services for more individuals at a reduced per pupil cost by having adequately trained subprofessionals carrying out activities of a less technical nature within the educational setting. This would free the more technically trained staff to plan programs, oversee the subprofessionals, and work with the more severe training problems (See Figure 1).

Insert Figure 1 about here

One is not to be misled by the reduced per pupil cost as meaning reduced program costs. The chart in figure one is merely a proposed idea to increase services and therefore improving the efficiency of training effort to a larger pupil population while keeping program costs the same

The Administrative Framework

The concept of a competency based career ladder has a very definite implication for program administrators. It must be allowed to work. The goal of success is longterm and may yield few rewards until all instructional personnel are fully trained and have had time to work in the new system. Any breakdown in the administrative governance from the highest to lowest levels of personnel can imperil success.

A career ladder must work through several levels of control. The State agency, usually the Department of Education, Social Services,

FIGURE 1

Community Center Staffing Pattern Proposal for Colorado

Current Staffing Assignments according to Colorado Division, Manpower Study, 1970[a]	Number of Staff	Client-Staff Ratio
Admin. 20%	100	30:1
Teachers, Instructor-Technicians, Instructor, Specialists 50%	250	12:1
Aides 30%	150	20:1
Total Direct Instruction	500	7.5:1

Proposed Staffing Pattern Incorporating the Competency Based Career Ladder[b]	Number of Staff	Client-Staff Ratio
Admin. 15%	75	40:1
Supervisors 10%	50	60:1
Teachers, Specialists 40%	200	15:1
Training Assistants, Aides 35%	175	17:1
Total Direct Instruction	500	7:1

Note.--Figures are based on current estimates and do not include expected growth.

[a] Little differential work responsibility according to staff skills or client needs.

[b] Differentiated staff responsibility according to staff skills and client needs.

[c] Based on 3,000 clients.

Mental Health, or Institutions, is responsible for the financial maintenance and unified updating of the plan. The local agency, which can be the community center boards or school district, is responsible to the State by maintaining the hiring practices required in the career ladder. In some instances, services are purchased by private groups and they, too, have the responsibility to follow the recommended hiring practices. All levels of administration must work together to see that the teachers practice their competencies. Failure of any agency or subagency can seriously jeopardize the effectiveness of a career ladder.

So often a good plan never gets off the ground because of poorly defined administrative procedures. There should be a central office staff within a State level agency responsible for the ladder maintenance activities. This staff coordinates the many agencies involved, keeps any manpower data of all instructional personnel, provides for inservice training and evaluation, and acts as a change agent or facilitator whenever necessary.

Before moving at full speed into changing a current system, one must first look at what is already there. Most systems do use some minimal differentiated staffing patterns. Local training staffs include aides, teachers, and therapists; and their responsibilities do vary somewhat.

It is wise to first ask the question, "To what extent does the current instructional personnel system need changing?" This primary inquiry will save considerable headache and possibly offer some beginning plan of attack. If the situation suggests merely the addition of a single step within an existing ladder or the creation of an entirely new career program not in existance, the procedures are relatively simple. If, however, the area in which the career ladder is to be used already has

established staff policies in which the new career level guidelines do not fit. the problem is considerably greater. Unfortunately this second situation usually prevails in most career areas; and, it is especially true in the development of a career ladder program for instructional personnel of the moderately and severely retarded.

Dimensions of a Competency Based Career Ladder

Once the basic mechanical elements of administration between the agencies are resolved and a basic trust is established between them, the actual development of a competency based career ladder can begin. The following discussion includes those dimensions incorporated in the ladder for instructional personnel of the moderately and severely retarded proposed in this paper. The test of such dimensions is their general use for career ladder development to any or all areas of education.

Rational Dimension

The first consideration of the career ladder development is the "product." In this instance, the product is student skills developed. The reason for an educator's very existence is only to assist a student to achieve his greatest potential.

Each student may require a variety of assistance within the learning environment in order to achieve maximum potential. A normal management model may include such criteria as a ratio of one teacher for every six students, a speech therapy caseload of 35 students, or that each training center must contain a Master Social Worker. The attempts to match the specific needs of the student with the mythical professional staff based on this management model become an exercise in futility.

The rationale for a propose competency based career ladder is therefore built on the following assumptions:

1. A lower per pupil cost method of education for the moderately and severely retarded can be established through the differentiated staffing patterns developed through a competency based career ladder (cost-benefit).

2. Instructional personnel are trained to meet the needs of students (cost-effectiveness

3. Advancement to a higher ladder level is determined by new skills developed rather than longevity and adequacy at the individuals current status (staff development-motivation).

Job Analysis Dimension

In job analysis the two phrases "what gets done" and "what one does" becomes a major block in development of a ladder and must be clarified at this time. Job responsibilities are often designated after the fact of the hiring practice Many of us have been in the position of being hired to fill a particular vacancy. Then after a short period of time on the job we are asked by the administration to write our own job description. This procedure can leave gaps in needed services and often gives an outward appearance of an illdefined master plan.

The teaching assignments, administrative decisions, and testing-diagnoses performed are examples of "what gets done;" these are job outputs. The job title does not dictate every job output responsibility one may assume. For example, an individual may be hired as a teacher (job title) but may perform in the role of consultant (job responsibility) to another teacher. Or, simply, a teacher may do some diagnosing and a diagnostician may do some teaching.

Job analysis is concerned with "what one does" or input. Two people, both titled as teachers, may have very different job inputs. One has the skills not only to teach but to do diagnosis as well, while the second only has competence for the formal aspects of classroom teaching. Competencies and technical skills required to perform the needs of the job definitely have a relation to individual placement on the career ladder.

The concept of role responsibilities offers a relatively simple tool to analyze "what one does," or for new personnel, "what one should do." The listing of roles (See Figure 2) is refined from the many lists offered by experts and is for the direct purpose of meeting the environmental needs of the moderately and severely retarded. For those readers considering a career ladder for their own interest area, this list of roles may be expanded, reduced, or combined.

When reading the list of roles, remember that these are <u>not</u> job titles but activities. Too often a teacher will refuse to accept that she is performing the administrator role when in fact she often makes almost 100 % of the decisions regarding the specific training content for a student in her classroom. I cite this example as a caution because without fail readers attempting to read this new concept will invariably slip back to reading position titles rather than roles individuals assume in any instructional position.

Insert Figure 2 about here

The role concept has a subset, judgment risk. A high risk activity, regardless of its simplicity of skill, demands a high career ladder placement. The axiom to follow is-- the greater the decision making responsibility, the greater the job risk; and the greater the job risk, the higher the placement on the career ladder. It is possible that personnel placed on the career ladder may be required to have similar skills but still be at different levels because of judgment risk responsibilities.

The career ladder concept offers opportunity for continual examination of work requirements for the positions within it. When several new activities within a position become more or less regular obligations, then steps of the ladder can be altered to meet the needs. This is accomplished by adding specific competencies within the existing ladder or by adding additional steps to the ladder itself.

Prescribed and discretionary activities are the two elements of what one does. Keeping the two elements separate can aid the career ladder developers with the job analysis dimension.

Prescribed activities. Certain activities are expected. They should be determined and carefully written down in behavioral terms by management prior to the hiring of an individual. These can include some of the results expected (what gets done) but always sets the limits of

FIGURE 2

Staff Roles in an Instructional Setting

1. Human Link

The human link facilitates the use of services outside the instructional setting. Activities include bringing the resources to the student and family or transporting the student and family to the resource. The process may be a direct or indirect service.

2. Advocate

The advocate assists in changing the student's environmental problem areas. Activities include providing the public with information, moving neighborhood and community to develop job opportunities, encouraging public officials to enact laws and policies that affect the welfare of the student and family, and mobilizing community resources to augment the instruction center program.

3. Evaluator

The evaluator determines the needs of the student through formal and informal assessment, and determines the required level of services to meet the assessed needs.

4. Teacher-Trainer

FIGURE 2 (con't)

The teacher-trainer is the assigned primary contact person between the training environment and the student. This professional is responsible for performing the specific activities required to effect any change in behavior through direct instruction of the student or individuals within the student's environment.

5. Consultant

The consultant provides expertise necessary to meet student needs. Activities include offering specific and technical advice to direct or indirect personnel responsible for the wellbeing and development of a student and family.

6. Care Giver

The care giver provides protection to the student. Activities include watching, feeding, clothing, and housing an individual.

7. Administrator

The administrator makes management decisions and facilitates programming. Decision levels vary from determination of a single instructional unit to the policy making level of an entire instructional program in such areas as financing, planning, and training.

what is to be done (what one does). This set of activities appear to have no flexibility; however, they may be negotiated either during the prehiring interview or after one is employed.

The ease that management has to evaluate the performance of prescribed activities is based on the specific terms used to describe them. Such terms as reliable, pleasant, proper, and adequate are often used to delineated prescribed activities but leave the employee as in the dark about their work outputs as if there were no prescribed activities at all.

Expectancy lists should be developed through an interaction of those who are currently required to perform the activities and the management level personnel who will directly judge the performance quality.

Discretionary activities. Discretionary activities are those specific methods each instructional staff member uses to get the job done. The limits of performance are set by an individual's own education, training, experience, and creativity. This element includes such considerations as the length of time a teacher keeps a student on a certain motor-perceptual task, the specific behavior modification technique used to teach toilet training, or how an unexpected antisocial behavior is managed.

Evaluation of teaching performance of discretionary activities is based on an employee listing rather than a management listing as in the case for prescribed activities.

Middle Management Dimension

Quality middle management administration is the key to a successful career ladder. The best designs become unglued if administration is insensitive to staff development and staff motivation.

Staff Development. Inherent in the system is evaluation. Middle mangers have the responsibility of seeing to it that instructional staffs are performing their prescribed and discretionary activities.

The usual manner is to evaluate staff performance through regular visits to the classroom. In many cases the results of such visits are inadequate. Often the reporting form used is constricting or the staff may only be performing because a visitor is in the room. This method, however, remains the most popular means of evaluation.

A more effective means for evaluating staff is through critical incident reporting. The formal visitation method may be effective when examining prescribed activities, but the method a staff member uses when handling the unexpected can only be reported by annotations of critical incidents.

The method is simple but time consuming. As the administrator moves about the educational setting he must observe the discretionary activities of the staff and keep a record of the events seen. Remember, it is just as important to keep records of a staff member's positive activities as the negative ones.

The artifact of administrator biases often displaces fact whenever there are performance quality disputes between management and instructional staff. To reduce this possibility it is crucial that personnel evaluators be aware of these following considerations:

1. It matters very little what formal policies, statutes, and guidelines control agencies from the State level. What really makes things happen are the informal decisions of the adminstrators at the local level. It is here that

the climate of the work environment is actually set.

2. Instructional personnel must know the prescribed activities under which they are expected to determine their own discretionary activities. The administrator must first determine exactly what is expected in terms of staff performance and place them in writing. On this basis, competent evaluations can be accomplished.

3. Administrators must be able to observe critically and report both positive and negative incidents as they relate to individual performance at any time.

4. Administrators must be truly interested in the functioning of an individual staff member. Lack of sensitivity for needed change either in skill levels of an individual or in the job requirements tends to work against the overall effectiveness of the program.

5. Administrators must be aware of their own biases toward an individual staff member and be able to divorce these biases in the evaluation of work quality.

Through constructive evaluation procedures, a firm basis for staff development is formed. Staff knows what is expected of them and how they are judged. Confidence is developed between management and the instructional personnel. Improved performance quality is the goal and that the reported weak areas are described in sufficient detail to pinpoint problem areas for improvement.

Staff motivation. Many of us have read performance reports that an individual is capable of performing the job adequately but is apparently lazy, inconsistent, and uninvolved. In some instances

the individual may have an emotional problem that interferes with job performance. Little amelioration can be activated by an agency without outside help. But, in most instances the fault is with the working atmosphere that management provides.

Several problem areas have been proposed by Mager and Pipe (1972) that can be ameliorated by slight alterations in the administrative posture of an agency. One should first examine the working conditions to determine if doing a good job has as a consequence an aversive reinforcer, inappropriate reinforcer, or no reinforcer at all. Secondly, one should look at the job requirements to determine if the staff person is doing work at a level beneath their ability where there is no challenge. And, finally, one should examine whether the staff person has become inert because of no apparent opportunity for advancement.

Growth Opportunity Dimension

The career ladder approach provides for regular and positive incentives for upward mobility. It is a model that has application for compensatory planning as well as specifically organized training components.

Formal education as a criterion for higher level placement is one method that can be used. Demonstration of on-the-job performance is certainly important and should also be used for determining promotion. This can imply two ladders are needed, but a well defined system in which degrees from college are correltated with teacher skills developed requires only a single ladder.

A career ladder must be concisely developed to provide the medium in which staff knows specifically the behavioral criteria required to advance upward. It must also be flexible enough to allow staff to

elect their own methods for reaching these behavioral criteria.

Compensatory planning. Management does not have to guarantee regular salary increases and benefits based on longevity. But regardless whether longevity or merit determines compensation, a well defined schedule is extremely important. The key for using the scheduled raises as a motivator is most effective when the new staff members are made aware of the policies governing them during the hiring interviews. A haphazard schedule can lead to mistrust and unhealthy interaction between staff peers and with management.

Training components. Provision for staff development is the responsibility of mangement. But, the actual training activities may be provided by an outside source.

Training programs should have a purpose. A workshop given only because it is available can be wasteful both in time and money. The criteria for any inservice instruction would fulfill one of the following three purposes:

1. Staff training is for the amelioration of specific individual weaknesses within a career ladder level, for the completion of training for individuals weak in certain skill areas, or for upgrading individuals to higher career ladder levels.
2. Staff training is for additional competencies added to a step on the career ladder.
3. Staff training is designed to inform personnel of new products, methods, policy changes, or strategies needed which are not considered part of the career ladder plan, but they may be critical to the smooth functioning of the program.

An Empirical Model for Colorado

The following recommendations are based on professional observations and the expressed needs of the Colorado Community Center Administrators. The Colorado system is a nonpublic-school, county community training center program with certain regulatory controls by the Department of Institutions, Division of Developmental Disabilities.

Current Status in Colorado

In the past, most programs for the moderately and severely retarded in Colorado were considered maintenance and day care center facilities. Research has shown that most retarded children can become functional people, capable of learning and maintaining some financial independence. Advances in medical and therapeutic treatment have enabled individuals with multiple handicaps as well as retardation to function on higher adaptive levels not considered possible only ten years ago. Observing these retarded performing in the community and seeing them change in the State's home and training schools attest to this point.

The Division of Developmental Disabilities, aware of the client need first wrote recommendations for teachers in the community centers to have some appropriate training during the early 1960's. Then in 1970 they published a manual for community centers as a further attempt to improve program quality. Additional professional guidelines were included for minimum qualifications of instruction personnel (See Figure 3).

The University of Northern Colorado, at that time, requested and received permission to prvide teacher training with an endorsement in this area by providing a few survey courses to their curriculum. They have now determined that such an offering is inadequate and are since pro-

viding an approval system of preservice training based on the competency model, provided in this paper.

Insert Figure 3 about here

It must be remembered that few teachers are really prepared to instruct moderately and severely retarded students. Few Colorado institutions of higher education are offering a full preservice training program in this area. The new personnel presently coming into the field for the first time are not much better trained than the energetic pioneers who fostered the community center program over nine years ago.

In asking the question, "To what extent does the current instructional personnel system need changing?", two weaknesses are apparent. One is the relatively simplistic State requirements for teacher pretraining. The other is the abscence of job description at each position (See Figure 3). There can be little control of performance accountability without a peescribed job decription of each. These areas are correctible but require considerable management effort and commitment. One cannot remain stagnant; awareness of the weaknesses are only acceptable if there is active planning to ameliorate them.

Some staff structure already exists in Colorado, so implementation becomes a complex problem. Two strategies have been examined. One is the design of a modified system and substituting it by parts within the current structure. This method assumes that all parts of the new plan are currently existent in some form and that the modification does not disrupt the ongoing personnel practices. The second suggestion incorporates the assumption that some parts of the current system should be eliminated; and the novel parts of the new system will be installed

FIGURE 3

Current Professional Requirements in Colorado for Instructional Personnel of the Moderately and Severely Retarded

Aide
1. HOME
Teacher
1. Bachelor's degree 2. Endorsement in special education or early childhood education
Instructor-Specialist
1. Bachelor's degree in a behavioral science such as occupational therapy, physical therapy, speech therapy, psychology, etc., or a special area such as home economics, music, physical education, etc.
Instructor-Technician
1. Associate of Arts degree with emphasis in human growth and child development 2. Coursework in mental retardation 3. Practicum in teaching technology

Colorado Department of Institutions, Division of Mental Retardation. Administrative Procedures Community Services Manual No. 1 (revised), 1970.

on a predetermined timetable. The decision proposed in this paper is to incorporate the latter plan.

A certain degree of error will always occur in the organization and implementation of a totally new plan. Any plan should be based on the most reliable advice and information available; goals and measurable objectives have to be written; procedural steps must be clearly stated; administrative controls have to be defined; flexibility must be inherent in the design; and all involved personnel must be kept informed.

Flexibility may be the most important key to the career ladder's success. It is expected that changeover in some centers will be comparatively easy while, because of uncontrollable restrictions in others, it will be difficult. Some information collected may later be considered unimportant so that new data keeping instruments will have to be developed. Regular evaluation must be maintained to identify area weaknesses and inadequate listings of competencies. A perfect product is always strived for, but expectancy at some lower level has to be temporarily accepted.

The model career ladder steps as presented for Colorado evolved from thorough considerations of the rational, job analysis, and management dimensions. The minimal educational requirements at each level have been developed according to complexity of skills required and judgement risk responsibilities. (See Appendix for complete Career Ladder including a listing of competencies and Performance Objectives for each level.)

Every level of the ladder assumes a professional responsibility. It is recommended that every staff individual maintain membership in at least one of their job related professional organizations.

Expectation of Effort

Develop a statewide, cooperative career ladder program for current instructional personnel. It is expected that this goal is to be accomplished through a cooperative effort between a central coordinating office and the different higher education institutions. Competencies gained in one institution is then comparable to those of another and to this degree the different institutions can share in an individual's development.

Provide a strategy that trains, endorses, and grants degrees to instructional personnel of the moderately and severely retarded. The training activities of instructional personnel need not only be a function of the higher education institutions. Certain competency directed inservice workshops originating from the State Division of Developmental Disabilities office can serve in this capacity to facilitate the installment of the career ladder. Later, these inservice workshops can be used to train community personnel in competency areas not developed in the original plan.

A manageable endorsement plan will be developed allowing personnel to receive credit for skills attained previous to the installment of the career ladder, to fit within the current plans for career development, and to be within the acceptable guidelines of the different higher education institutions.

Degree programs will be developed through the colleges and universities. Each institution will have use of the ladder as a map for coursework development.

The current university preservice training programs and the State minimum qualifications do not meet the requirements recommended in this career ladder. It is planned that the changeover will take three to four years to complete.

A Final Note on the Proposed Competency Based Career Ladder

Two years ago, when the teacher requirements in Colorado were established, it was felt that a milestone in instruction of the moderately and severely retarded had been reached. The same feeling holds true for this current conceptualization. The career ladder, as presented, is a model for all concerned with the adaptive development of the moderately and severely retarded in reaching their greatest potential in any rural or urban setting, where there is a multitude or paucity of resources, or if provided in Colorado or any other state.

APPENDIX

A COMPETENCY BASED CAREER LADDER FOR INSTRUCTIONAL PERSONNEL OF THE MODERATELY AND SEVERELY RETARDED

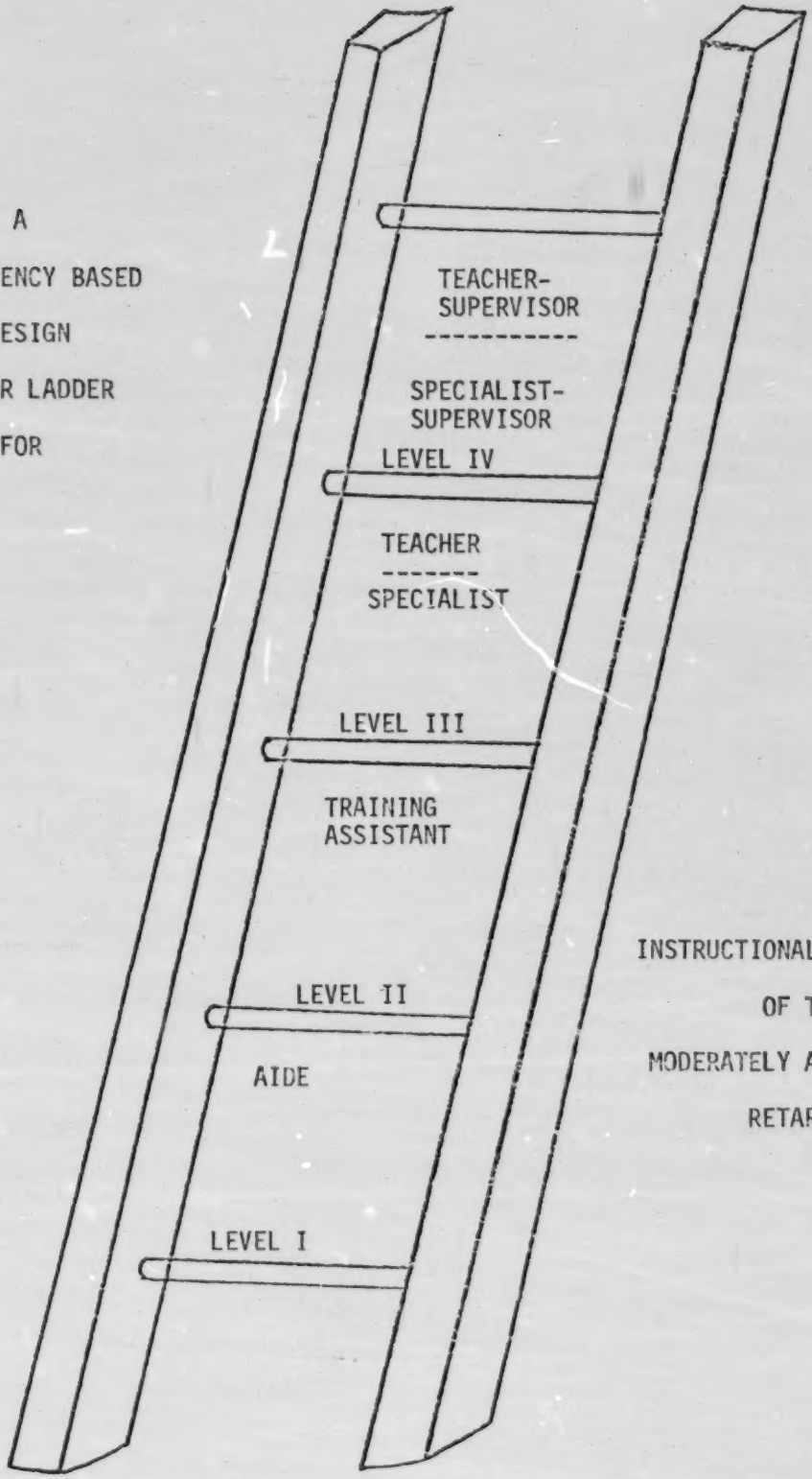
A

COMPETENCY BASED

DESIGN

CAREER LADDER

FOR



INSTRUCTIONAL PERSONNEL

OF THE

MODERATELY AND SEVERELY

RETARDED

A COMPETENCY BASED CAREER LADDER FOR INSTRUCTIONAL PERSONNEL OF THE MODERATELY AND SEVERELY RETARDED

Some variation may be determined acceptable upon requests originated by a local Community Center Board or in the case of some purchase of service agencies that specialize in working with clients of certain specific disabilities such as cerebral palsy, deafness, blindness, speech handicapped, etc. In every case, evaluation is on an individual basis.

LEVEL:I AIDE

Responsibilities:

The Aide may be assigned as part of a pool to be used as the agency administrator deems necessary, or may be assigned directly to assist a Teacher, Specialist, Teacher-Supervisor, or Specialist-Supervisor. Maintain and follow the policy and procedures of the agency.

Duties:

1. Carry out specific directions of assigned leader.
2. Manage simple progress evaluation devices.
3. Supervise activity periods.

Prerequisites:

Must be at least 16 years old for part-time employment and 18 years of age or high school graduate for full-time employment.

Minimum Competencies:

1. Capable of following directions.
2. Be able to work as a team member.
3. Display ability to work with handicapped children.
4. Collect and report data to assigned leader.

LEVEL II: TRAINING ASSISTANT

Responsibilities:

The Training Assistant may be assigned as part of a pool to be used as the agency administrator deems necessary, or may be assigned directly to a Teacher, Specialist, Teacher-Supervisor, or Specialist-Supervisor. Training Assistant shall not be assigned Level III or Level IV responsibilities. Maintain and follow the policy and procedures of the agency.

Duties:

1. Carry out specific directions of assigned leader.
2. Manage simple progress evaluation devices.
3. Perform techniques of behavior modification as directed by assigned leader.
4. Assist assigned leader in prescriptive training of individuals.

Prerequisites: (effective September 1, 1975, for all personnel)

1. Two years college.
2. Coursework in early childhood, developmental psychology, elementary education; or
3. Associate of Arts degree in specific areas pertinent to the particular client population served; or

4. Have an experience background that can demonstrate a competency in skills that are beneficial to the particular client population served.
5. Completed a program of a specified nature as Mental Retardation Technician.

Note--

Exception to the above prerequisites: Those individuals who have been employed in this capacity in the Colorado Community Center System, prior to January 1, 1974, shall continue in this capacity.

Minimum Competencies:

1. Competencies 1, 2, 3, and 4 of LEVEL I: AIDE.
2. Display understanding of developmental disabilities with emphasis on mental retardation.[1]
3. Trained in approved behavior management techniques.[2]
4. Ability to write client goals and objectives appropriate for use with the moderately and severely retarded.[2]
5. Skilled in the use of informal and formal assessment techniques.[2]

Note--

1. Specific performance objectives are not developed at this time.
2. Specific performance objectives are the same as the LEVEL III: TEACHERS and SPECIALISTS.

LEVEL III: TEACHER

Responsibilities:

The teacher is responsible for the daily programming and development of the clients assigned to that classroom; and extra duties shall be

performed as assigned. Maintain and follow the policy and procedure of the agency.

Duties:

1. Organizing of schedule and designing of daily program, which includes the involvement of personnel and preparation of materials.
2. Write client objectives for each individual in the assigned group.
3. Implement a prescriptive program in the area of expertise.
4. Perform formal and informal client assessments.
5. Coordinate programs and activities with parents and guardians.
6. Organize and maintain approved behavior management programs.
7. Shall work in consort with such other personnel as may be necessary to develop an appropriate program for each individual within the agency.

Prerequisites: (effective September 1, 1975, for all personnel)

1. Bechelor's degree.
2. Valid Colorado teaching certificate.
3. Endorsement in the area of the moderately and severely retarded or combined endorsement with the mildly retarded with practicum or two years experience in developmental program serving the moderately and severely retarded.

Minimum Competencies:

1. Display considerable depth of understanding of developmental disabilities with emphasis in mental retardation.
2. Ability to write client goals and objectives appropriate for use with the moderately and severely retarded.
3. Skilled in the use of informal and formal assessment techniques appropriate for use with the moderately and severely retarded.

4. Trained in approved behavior management techniques and the writing of behavior management programs.
5. Ability to design individualized and group programs for use with the moderately and severely retarded.
6. Ability to implement individualized and group programs for use with the moderately and severely retarded.
7. Ability to interact with parents in consultation and home program planning.

Note--

See "Performance Objectives of Competency Training Areas, LEVEL III: TEACHER," for a complete description of each competency.

LEVEL III: SPECIALIST

Responsibiliites:

The Specialist is to perform only those skills in the area of competency. Responsibilities include the management of a schedule(s) and programs for clients placed within the assigned group(s), provide consultation to others, perform any reporting as it relates to the assigned clients, assist other agency personnel, and maintain and follow the policy and procedure of the agency.

Duties:

1. Organization of schedule and designing of daily programs, which includes the involvement of personnel and preparation of materials.
2. Write objectives for scheduled individuals in the area of expertise.
3. Implement a prescriptive program in the area of expertise.
4. Perform formal and informal client assessment in the area of expertise.

5. Coordinate programs and activities with parents and guardians in the area of expertise.
6. Organize and maintain approved behavior management programs.
7. Shall work in consort with such other personnel as may be necessary to develop an appropriate program for each individual within the agency.

LEVEL IV: TEACHER-SUPERVISOR

Responsibilities:

The Teacher-Supervisor activities may vary according to the needs of the specific agency. In some instances, placement is within a classroom and assigned duties of the LEVEL III: TEACHER. In other settings, the job includes coordinative, integrative, administrative, and consultative activities. The Teacher-Supervisor can be expected to perform in such capacities as Assistant Agency Administrator, Head Teacher, Principal, or Regional Curriculum Consultant. This person maintains and follows the policy and procedures of the agency. The Teacher-Supervisor also coordinates in-service training.

Duties:

1. Ability to perform all of the functions of the LEVEL III: TEACHER.
2. Administer progress assessments of a technical nature.
3. Design major program plans.
4. Prepare project proposals and program budgets.
5. Consult and assist staff in designing specialized training programs to meet client needs.
6. Evaluates instructional programs and agency personnel.

7. Prepares reports of a statistical and/or interpretive nature.
8. Organize staff in-service training on new materials and instructional techniques, program strategies, etc.
9. Work with parents and adjunct related agencies.

Prerequisites: (effective September 1, 1975, for all personnel)

1. Master's degree or B.A. plus 3 years experience dealing in the mental retardation field.
2. Valid Colorado teaching certificate.
3. Training emphasis in area of expertise with practicum, internship, or two years experience in a developmental program serving the moderately and severely retarded.

Minimum Competencies:

1. Skilled in all competencies of the LEVEL III: TEACHER.[1]
2. Trained in the development of prescriptive instructional programs.
3. Trained in program budgeting.
4. Considerable knowledge of program materials and developmental strategies.
5. Skilled in communication.
6. Skilled in techniques of research design.
7. Skilled in consultation and home-planning programs with parents of the moderately and severely retarded.

Note--

1. See "Performance Objectives of Competency Training Areas, LEVEL III: TEACHER," for a complete description of each competency.

LEVEL IV: SPECIALIST-SUPERVISOR

Responsibilities:

The Specialist-Supervisor activities may vary according to the needs of the specific agency. In some settings the job includes administrative and consultative activities. The Specialist-Supervisor can perform in such capacities as Assistant Agency Administrator, Head Specialist, Principal, or Regional Specialty Consultant. Maintain and follow the policy and procedure of the agency. The Specialist-Supervisor also coordinates in-service training.

Duties:

1. Perform all the functions of the LEVEL III: SPECIALIST.
2. Administer progress assessments of a technical nature in specialty area.
3. Design major program plans.
4. Prepare project proposals and program budgets.
5. Consult and assist staff in designing specialized training programs to meet client needs.
6. Evaluate instructional programs and agency personnel.
7. Prepare reports of a statistical and/or interpretive nature.
8. Organize staff in-service training on new materials and instructional techniques.

Prerequisites: (effective September 1, 1975, for all personnel)

1. Master's degree or B.A. plus 3 years experience dealing in the mental retardation field.
2. Training emphasis in area of expertise with practicum, internship, or two years experience in a developmental program serving the

moderately and severely retarded.

Minimum Competencies:

1. Ability to perform all of the functions of the LEVEL III: SPECIALIST.[1]
2. Trained in development of prescriptive programs in speciality area.[2]
3. Trained in program budgeting.[3]
4. Considerable knowledge of developmental materials and strategies in specialty area.[2]
5. Skilled in communication.[2]
6. Skilled in techniques of research design.[3]

Note--

1. See competencies listed for LEVEL III: TEACHERS and specific performance objectives to be developed.
2. Specific performance objectives are not developed at this time.
3. See performance objectives for LEVEL IV: TEACHER-SUPERVISOR.

PERFORMANCE OBJECTIVES
OF
COMPETENCY TRAINING AREAS,
LEVEL II: TRAINING ASSISTANT

PRELIMINARY NOTE

The philosophy underlying the competency of a training assistant, described by the performance objectives, is to provide this person with the skills to qualify him to become part of a professional team to be used in an instructional setting with moderately and severely retarded. This person must be able to work in direct consort with personnel at all levels, maintaining a support role in the instructional process. Knowledge and background history of the retarded, assessment techniques, instructional methods, parent-agency interaction are part of the competencies to be shared by the professional team.

ADIT PLAN FOR LEVEL II: TRAINING ASSISTANTS

COMPETENCY TRAINING AREAS

Area Phases		
Student Assessment Phase	Program Design Phase	Program Implementation Phase
1. Ability to display knowledge of developmental disabilities with emphasis on mental retardation.	2. Ability to write learner goals and objectives appropriate for use with the moderately and severely retarded.	4. Trained in behavior management techniques appropriate for use with the moderately and severely retarded.
3. Skilled in the techniques of assessment appropriate for use with the moderately and severely retarded.		5. Ability to implement individualized and group instruction appropriate for use with the moderately and severely retarded.

Program Testing Phase

Evaluate own program and develop suggestions for improvement. This is a recycling technique that is used for each area phase.

1. Ability to display knowledge of developmental disabilities with emphasis on mental retardation

Goal:

The Training Assistant shall have sufficient background and knowledge of the developmentally disabled with emphasis on the moderately and severely retarded.

Objectives:

1. The T.A. can write and explain the definition of "mental retardation" set forth by the American Association on Mental Deficiency from the Manual on Terminology and Classification in Mental Retardation, Grossman, H.J. (ed.), American Association on Mental Deficiency, Special Publication Series No. 2.

2. The T.A. can describe and/or identify developmental milestones in each of the domains; mental, physical, and social adjustment.

2. Ability to write learner goals and objectives appropriate for use with the moderately and severely retarded

Goal:

The Training Assistant shall understand the functions of and be able to write learner goals and objectives appropriate for use with the moderately and severely retarded in the three domain areas.

Objectives:

1. The T.A., given a list of statements, can identify the purposes of learner goals and objectives.
2. The T.A., given a list of definitions, can state the definitions of learner goals and objectives.
3. The T.A. can write a learner goal in each of the domain areas.
4. The T.A. can write a learner objective that meets a goal in each of the domain areas.
5. The T.A. can write a terminal objective and chain four related subobjectives using either forward or reverse chaining procedures.
6. The T.A., given a terminal objective and a series of other objectives, can determine which objectives can be included as sub-objectives and order them using forward chaining procedures.

3. Skilled in the techniques of assessment appropriate for use with the moderately and severely retarded

Goal:

The TRAINING ASSISTANT (T.A.) shall have sufficiently integrated information of informal and formal assessment techniques to be able to understand student information and perform individual student assessments; and be able to relate this data to specific individuals in the three domain areas; physical skills, mental skills, and social adjustment skills.

Objectives:

1. The T.A., given a list of definitions, can state the definitions of the terms: assessment, informal assessment, and formal assessment.
2. The T.A., given a list of statements, can identify the purposes of both informal and formal assessment.
3. The T.A., given a case study file folder of a student, can list the data which is pertinent to the prescriptive instructional plan of that student.
4. The T.A. can list five formal assessment devices and state the instructional relevance of the scores from the devices.
5. The T.A. can informally assess an actual student and determine a priority need in each of the domain areas.
6. The T.A., using informal assessment techniques, can develop a list of reinforcers for three students that may be used as payoffs for performing new skills.
7. The T.A. can determine a student's learning styles for different types of learning.

8. The T.A. can determine the relative strengths of a student's learning modalities.

9. The T.A., using either informal or formal assessment techniques and devices, can evaluate the quality of their own teaching performance and describe changes for improvement.

4. Trained in behavior management techniques appropriate for use with the moderately and severely retarded

Goal:

The Training Assistant can use behavior management techniques with the moderately and severely retarded.

Objectives:

1. The T.A. can describe and measure a child's baseline behavior, using charting techniques, in each domain: mental, physical, and social adjustment.

2. The T.A. can utilize methods of behavior management to increase a desired behavior.

3. The T.A. can utilize methods of behavior management to decrease or eliminate an undesirable behavior.

4. The T.A. can describe and demonstrate the use of consequences in the learning process.

5. Ability to implement individualized and group instruction appropriate for use with the moderately and severely retarded

Goal:

The Training Assistant can implement individualized and group instruction appropriate for use with the moderately and severely retarded.

Objectives:

1. The T.A., under supervision, can implement designed programs which incorporate the three major sensory input modalities: auditory, visual, tactile-kinesthetic.

2. The T.A., under supervision, can implement a designed program in developing an individual's mental skills.

3. The T.A., under supervision, can implement a designed program in developing an individual's social adjustment skills.

4. The T.A., under supervision, can implement a designed program in developing an individual's physical skills.

5. The T.A., under supervision, can implement a designed program in developing an individual's prevocational and/or vocational skills.

PERFORMANCE OBJECTIVES

OF

COMPETENCY TRAINING AREAS,

LEVEL III: TEACHER

ADIT PLAN FOR LEVEL III: TEACHERS

COMPETENCY TRAINING AREAS

Student Assessment Phase	A Phases Program Design Phase	Program Implementation Phase
1. Ability to display knowledge of developmental disabilities with emphasis on mental retardation.	2. Ability to write learner goals and objectives appropriate for use with the moderately and severely retarded.	4. Trained in behavior management techniques appropriate for use with the moderately and severely retarded.
3. Skilled in the techniques of assessment appropriate for use with the moderately and severely retarded.	5. Ability to design individualized and group instruction appropriate for use with the moderately and severely retarded.	6. Ability to implement individualized and group instruction appropriate for use with the moderately and severely retarded.
		7. Ability to interact with parents in consultation and home planning appropriate for use with the moderately and severely retarded.

Program Testing Phase

Evaluate own program and develop suggestions for improvement. This is a recycling technique that is used for each area phase.

Preliminary Note

Many times the term "domain areas" is used to discuss the total instructional milieu of client skills developed. This term has been derived from Bloom's Taxonomy of Learning and from the plans developed by the Colorado Division of Mental Retardation's Master Planning Committee.

The three domain areas are physical skills, mental skills, and social adjustment skills. The order presented does not denote a specific importance and are treated equally in this presentation of performance objectives.

Physical skills are those motor behaviors required for an individual to function in his environment.

Mental skills are those behaviors necessary to acquire and use knowledge effectively.

Social adjustment skills are those personal and interpersonal behaviors necessary to function appropriately within the norms of society.

Each set of performance objectives are developed under comparatively dichotomous competencies. However, the specific listing of competencies are organized in a linear fashion so that entry to any of the competencies requires the skills developed from the previous competency.

1. Ability to display knowledge of developmental disabilities with emphasis on mental retardation

Goal:

The Teacher shall have developed a sufficiently integrated background material concerning the exceptional and normal child and relate this to specific individuals in the three domain areas; physical skills, mental skills, and social adjustment skills.

Objectives:

1. Teacher can state in writing selected definition from the American Association of Mental Deficiency Manual on Terminology and Classification in Mental Retardation.

2. Teacher can write facts relating to the following epidemological variables:
   a. incidence (by area of exceptionality).
   b. family background.

3. Teacher, when given a list of learning deficiencies, can discuss six of the items in terms of their relationship to the area of mental retardation in regard to training possibilities.

4. Teacher, when given a list of learning deficiencies, can discuss six of the items in terms of their relationship to the area of mental retardation in combination with some other learning disability in regard to training possibilities.

5. Teacher can identify important developmental milestones of normal growth and development patterns and place them in sequence in order of appearance.

6. Teacher, given a list of major medical syndromes associated with mental retardation, can identify the major causes, symptoms, and medical treatments.

7. Teacher can identify and explain at least three environmental variables which lead to retarded behavior and which may be manipulated to ameliorate or preclude retarded behavior.

8. Teacher will submit in writing a review of one research study relating to instructional implications of the moderately and severely retarded in each of the three domain areas.

9. Teacher, given a list of approved textbooks on retardation, will read one text and submit a typewritten review of no less than five pages which includes a short discussion of one learning theory as it relates to the training of the retarded.

10. Teacher, using an actual moderately or severely retarded individual, can write a developmental history and current functioning level as those factors relate to possible training programs in each of the three domains of that individual.

2. Ability to write learner goals and objectives appropriate for use with the moderately and severely retarded

Goal:

The Teacher shall understand the functions of and be able to write learner goals and objectives appropriate for use with the moderately and severely retarded in the three domain areas.

Objectives:

1. Teacher, given a list of statements, can identify the purposes of learner goals and objectives.
2. Teacher, given a list of definitions, can state the definitions of learner goals and objectives.
3. Teacher can write a learner goal in each of the domain areas.
4. Teacher can write a learner objective that meets a goal in each of the domain areas.
5. Teacher can write a terminal objective and chain four related sub-objectives using either forward or reverse chaining procedures.
6. Teacher, given a terminal objective and a series of other objectives, can determine which objectives can be included as subobjectives and order them using forward chaining procedures.

3. Skilled in the techniques of assessment appropriate for use with the moderately and severely retarded

Goal:

The Teacher shall have sufficiently integrated information of informal and formal assessment techniques to be able to understand student information and perform individual student assessment; and be able to relate this data to specific individuals in the three domain areas; physical skills, mental skills, and social adjustment skills.

Objectives:

1. Teacher, given a list of definitions, can state the definitions of the terms; assessment, informal assessment, and formal assessment.
2. Teacher, given a list of statements, can identify the purposes of both formal and informal assessment.
3. Teacher, given a case study file folder of a student, can list the data which is pertinent to the prescriptive instructional plan of that student.
4. Teacher can list five formal assessment devices and state the instructional relevance of the scores from the device.
5. Teacher can informally assess an actual student and determine a priority need in each of the domain areas.
6. Teacher, using informal assessment techniques, can develop a list of reinforcers for three students that may be used as payoffs for performing new skills.
7. Teacher can assess a student's learning styles in each of the domain areas.

8. Teacher can assess a student's learning modalities in each of the domain areas.

9. Teacher, using either informal or formal assessment techniques and devices, can evaluate the quality of their own teaching performance and describe changes for improvement.

4. Trained in behavior management techniques appropriate for use with the moderately and severely retarded

Goal:

The Teacher shall demonstrate competency in the utilization of behavior management techniques and the writing of behavior modification programs.

Objectives:

1. Teacher can diagram or describe the procedures used to develop a desired behavior or skill of a student.
2. Teacher can diagram or describe the procedures used to reduce or eliminate an undesired behavior.
3. Teacher can define the terms; primary and secondary reinforcers.
4. Teacher can demonstrate an acceptable method for collecting and recording behavioral data using frequency, rate, and time sampling.
5. Teacher, given an actual student, can demonstrate skill of behavior management techniques by developing a desired student behavior or skill and providing recorded data to show change.
6. Teacher, given an actual student, can demonstrate behavior management techniques by reducing or eliminating an undesired student behavior and providing recorded data to show change.
7. Teacher can write a behavior management program that can be used to develop a desired behavior in each domain area, charting and reinforcing procedures must be included.
8. Teacher can write a behavior management program that can be used to reduce or eliminate an undesired behavior, charting and reinforcing procedures must be included.

9. Teacher can demonstrate or describe the use of fading a primary reinforcer with a secondary reinforcer that is common within a student's environment.

10. Teacher can explain the effects of constant and variable reinforcing schedules.

5. Ability to design individualized and group instruction appropriate for use with the moderately and severely retarded

Goal:

The Teacher shall be able to design prescriptive programs that meet the needs of the students incorporating activities to develop skills in all of the domain areas.

Objectives:

1. Teacher can list the two priority needs of five students in each of the three domain areas and write these needs in behavioral language.
2. Teacher, given appropriate information of a student's needs in each of the domain areas, can design specific activities using visual, auditory, and kinesthetic modalities for each described need.
3. Teacher, given appropriate information about a student's learning styles, can design an acceptable classroom plan to use these styles as strengths.
4. Teacher, given appropriate information about a student's learning modalities, can design an acceptable classroom plan to use these modalities as strengths.
5. Teacher can define each of the following concepts and state at least two ways each can improve the program using the classical self-contained classroom as a comparison.
6. Teacher, using own agency or one provided, can describe how each of the following concepts can be used:

Modular Scheduling
Platoon System
Team Teaching
Integration with other agencies

7. Teacher, given appropriate information of goals, needs, objectives, and baselines for five students, can write a one-day program of individual and group planning. The one-day program must include use of staff, recording and progress forms, learning centers, placement of furniture, listing of materials and supplies, and organizational setting (modular schedules, platooning, team teaching, etc.).

6. Ability to implement individualized and group instruction appropriate for use with the moderately and severely retarded

Goal:

The Teacher shall be able to use several instructional aids and strategies in each domain to develop student skills adapted to individual learning styles and learning modalities of students.

Objectives:

1. Teacher, using at least 10 instructional aids and instructional strategies utilizing at least two staff members, can demonstrate successful programming for at least five students being programmed concurrently within the same classroom.

2. Teacher can evaluate an instructional strategy and activate alternate strategies to ameliorate any stated weaknesses, include data to support any student change as a result of the change in strategies.

3. Teacher demonstrates consistent use of prescriptive programming over a period of six weeks as evaluated by a qualified observer.

7. Ability to interact with parents in consultation and home planning appropriate for use with the moderately and severely retarded

Goal:

The Teacher shall demonstrate the ability to interact with parents of the moderately and severely retarded in order to coordinate programming between the agency and home.

Objectives:

1. Teacher can demonstrate effective communication with parents through a roleplaying situation in which presentation includes a listing of anticipated parental reactions, a collection of supportive educational data, and knowledge of external resources available for family assistance.
2. Teacher can demonstrate ability to communicate to parents the progress and problems of their child with suggested program plans, as judged by a qualified professional.
3. Teacher can demonstrate, through written communication (reports of progress, etc.) to parents, the ability to describe a child's program and progress.
4. Teacher can train a parent to use a home training program and provide evidence of the results.
5. Teacher can demonstrate knowledge of agencies in the local community that can assist families of the moderately and severely retarded by listing such agencies and the types of assistance they can provide.

PERFORMANCE OBJECTIVES

OF

COMPETENCY TRAINING AREA,

LEVEL IV: TEACHER-SUPERVISOR

Preliminary Note

There are two components to the philosophy underlying the Level IV: TEACHER-SUPERVISOR competency, instructional and administrative. The Level IV person functions in a variety of settings, in either capacity with the roles being defined according to agency need.

In the instructional capacity, the Teacher-Supervisor is mainly concerned with program. The minimum competencies state that the Level IV: Teacher-Supervisor has a teaching background, thereby this person has a foundation from which to work. From this base, the Teacher-Supervisor expands efforts from instructional programming for a single classroom to instructional programming for an entire center. Teaching background (Level III) is integrated to a higher level of abstract activity so that this person may serve as a resource for the center by providing technical instructional direction.

The administrative component is flexibly defined according to individual agencies. Administrative activities may include: 1) seeking out new instructional materials for the center; 2) upgrading staff through meaningful in-service and continuing education; 3) maintaining communication with other agencies, parents, and persons; 4) participating in evaluation of staff and clients; 5) writing project proposal and general management of agency budgets; and 6) overseeing research data and the maintenance of required data reporting forms.

...T PLAN FOR LEVEL IV: TEACHER-SUPERVISORS

COMPETENCY TRAINING AREAS

Student Asse... Phase	Area Phases Program Design Phase	Program Implementation Phase
2. Skilled in techniques of research design and statistical reporting.	1. Skilled in techniques of staff development. 3. Skilled in program budgeting.	4. Skilled in the development of prescriptive instructional programs. 5. Skilled in consulting and planning home programs with parents of the moderately and severely retarded. 6. Skilled in communication.

Program Testing Phase

Evaluate own program responsibilities; develop and implement suggestions for improvement. This is a recycling technique that is used for each area phase.

1. Skilled in techniques of staff development

Goal:

The Teacher-Supervisor demonstrates the ability to fulfill the needs of an agency for development by introducing new program materials, and services.

Objectives:

1. The T-S determines the needs in the agency for staff development including (but not limited to) additional personnel and how to acquire such personnel.

2. The T-S organizes and carries out an in-service training program for purposes of demonstration, application and utilization of new program materials and instructional strategies.

3. The T-S researches new program materials and maintains an up-to-date library of extant and newly developed materials.

2. Skilled in techniques of research design and statistical reporting

Goal:

The T-S organizes and utilizes a systematic approach in developing and evaluating instructional programs.

Objectives:

1. The T-S writes a project proposal meeting a stated need including: 1) goal statement and measurable objectives; 2) a strategy for collecting data; 3) appropriate activities; and 4) a method for analyzing the results.

2. Given two instructional program alternatives, the T-S designs a method for determining which is the more effective.

3. The T-S uses and interprets graphs, charts, and statistical tables.

4. Given specific formulas, the T-S performs the mathematical functions on raw data and interprets the results.

5. Given appropriate data, the T-S evaluates the quality of a program.

3. Skilled in program budgeting

Goal:

The T-S prepares a budget which includes cost benefits and cost effectiveness.

Objectives:

1. Given information about student subsidization, the T-S plans a line item budget for an instructional program.
2. The T-S projects replacement of materials and supplies in order to maintain current level of effectiveness.
3. The T-S demonstrates knowledge of where and what types of monies are available for an appropriate student population.
4. The T-S writes grant requests for monies available for the student population.
5. Given needs and client developmental levels, the T-S evaluates a budget for a prescriptive program.
6. The T-S computes the cost effectiveness of in-servicing personnel which includes conferences, workshops.
7. In a workshop setting, the T-S sets up contracts for client jobs.

4. Skilled in the development of prescriptive instructional programs

Goal:

The T-S coordinates prescriptive instructional programs which utilize the available resources and services within and outside the agency.

Objectives:

1. The T-S lists and prioritizes client needs for remediation in the following areas: physical, mental and social adjustment.

2. The T-S chooses the appropriate service agency to meet the needs of the client in such areas as:
a. medical
b. dental
c. psychological
d. social services
e. rehabilitation
f. legal

3. The T-S given reports of clients at approximately the same developmental level, coordinates their instructional activities into a one year program in the following three areas: physical, mental, social adjustment.

4. The T-S writes three goals for clients in each level of placement:
a. Preschool
b. Day training
c. Pre-vocational
e. Vocational

5. Skilled in consulting and planning home programs with parents of the moderately and severely retarded

Goal:

The T-S interacts with parents of the moderately and severely retarded and coordinates programs among agency, home, and community.

Objectives:

1. The T-S communicates and interprets the specific agency program design to parents and other agencies.
2. The T-S lists other service agencies, besides the immediate center, that provide additional services to a student.
3. The T-S involves parents in a center program and/or outside service agency.
4. The T-S counsels parents in helping them determine ways to meet their specific needs.
5. The T-S determines the best source of agency to help meet family needs.

6. Skilled in communication

Goal:

The T-S demonstrates communicative skills.

Objectives:

1. The T-S demonstrates communication skills useful with staff in problem solving situations.

2. The T-S demonstrates communication skills useful with director and/or board in identifying problems and priorities.

3. The T-S demonstrates communication skills useful with community agencies for referral or exchange of information.

4. The T-S demonstrates communication skills useful with ancillary personnel such as social workers, doctors, psychologists and other professionals.

5. The T-S demonstrates communication skills useful with public relations agencies, i.e., news media, services clubs, sponsors, businessmen, etc.